

Jill Bender Taglia
EDUC 141
Dr. Tobie Sanders
Phonics: One Teacher's Reflections on Effective Practices

As educators usher in the new Common Core Standards, we are required to make a close review of best practices - those instructional and classroom management strategies that yield the most powerful results with the most streamlined implementation. Discussions around the new Common Core tend to focus heavily on text complexity and the high levels of comprehension that are required to wrestle with rich, content-laden text. I have experienced very few conversations that have addressed Reading Foundations. Perhaps this is because the mind-shift that must take place within this area of instruction is not as drastic as in other areas of reading. In order to access more complex texts, however, instruction in reading foundations must be solid. Therefore, linking best instructional and management practices with phonemic awareness/phonics instruction is critical.

What I intend to lay out in this work is a compilation of practices, strategies and mindsets that combine phonics instruction, the Common Core Standards, and what I have found most helpful and effective in my 17 years of trial and error in teaching students and leading teachers. It is my hope that these ideas might assist one or more aspiring educators – or simply serve as a way for me to analyze, organize and refine my own best practices to use in my training with teachers in the profession.

1. Lesson Format (Zemelman, Daniels & Hyde, 2012)

It is imperative that we, as teachers, invest time, effort, and careful consideration in planning each and every lesson we teach. Often, especially in the elementary grades, we tend to believe that we have our plans “in our heads”. We rely on “the way we taught it last year” or we “just follow the text book/curriculum guide/pacing chart”. Most teachers do spend time planning – and many plan elaborately. What we need to do is plan smart, deep, effective lessons – lessons that “fit” our current group of students, individually and collectively – lessons that meet students where they are and challenge them to collaborate, think deeply and, in turn, make powerful growth.

We can achieve this ideal by putting into practice four guiding principles: planning backward, using a gradual release model, giving immediate and specific feedback to students, and assessing students frequently and consistently. I include these four strategies in this assignment on phonics, not because they are in any way specific to phonics, but because in all that we do/teach these are four of the most effective, efficient, powerful practices I have used and/or seen used by others.

Planning backward/Planning with the end in mind

As we begin our planning we must ask ourselves “what do I want my students to know? And “what do I want my students to be able to do?”. These questions guide our planning. As we plan with the “end in mind”, we can more effectively plan each of our smaller lessons that lead students in acquiring necessary skills and eventually mastering those skills. For example, if I know that I want my

students to be able to identify the main message from a story and details from the story to support that main idea, I can develop specific, deep questions for the read-alouds I will use with the whole class; I can design focused activities for learning work stations when students will be practicing these skills independently or in collaboration with peers, etc.

Planning backward requires teachers to put more time, effort and focus on planning - reading the materials students will be reading, understanding concepts thoroughly, predicting where and why students may struggle, writing questions ahead of time, writing “think-alouds” ahead of time, “doing” the activities that we are asking students to do ahead of time, etc. Many teachers already invest this time and effort up front.... some do not...

Gradual Release

As teachers, we are responsible for building a mastery of skills in our students. When we think of mastery, we are not talking about a spitting-back of facts for an assessment given once. We are looking for long-term mastery, the ability to apply these skills in a variety of settings, for multiple purposes. In order to build this capacity and sustainability in our kids, we can design lessons which provide support that changes as students acquire more skills.

The model has four main stages:

Explicit Instruction/Teacher-led/Whole group Instruction: In this stage, teachers deliver instruction with explicit explanations, modeling, think-alouds/etc. The purpose/objective is clearly stated so that students have no question about what they learning to do. Teachers model and think aloud as they demonstrate the use of the skill to students. This should be a fairly short lesson – it is NOT to be an endless lecture... approximately 10-15 minutes.

Guided practice – students are then to “follow along” with teacher supports still in place – sort of a doing what the teacher does scenario.... At this stage we want students to be practicing the “right way”... Teachers are still thinking aloud – but students are following along and “doing” /”practicing” the skill themselves. This is also a fairly quick piece of the lesson. Teachers must circulate or have some way of keeping very close tabs on student performance in order to provide immediate feedback so that students are implementing the skill correctly or correcting errors quickly in this stage.

Collaborative practice & Independent practice – students are able to put the newly learned skills into practice with a partner or small group. This can take place in a variety of ways. Students are practicing skills and providing feedback to each other (providing feedback to peers is a skill in itself and must be taught and modeled!). Students can also practice skills independently during this phase. Activities should be meaningful, provide opportunities for deep thinking, application, analysis, synthesis, etc. Often, independent practice can involve writing which naturally provides students opportunities to synthesize ideas. Teachers must be circulating, stopping at each small group for mini-lessons/ conferences and providing very specific feedback to students during this phase.

Feedback

Effective feedback should be immediate and specific. Telling students “good job” is nice, but gives students no information or sense of what they are doing well or what they could do to get better. Teachers must give very specific information in their mini-lessons/conferences with kids. This type of feedback should happen as quickly as possible so that students are not practicing skills incorrectly over and over again and so that students who have mastered a skill can move on.

Assessments

Formal, informal, formative, summative- we use all types of assessment in our teaching cycles. Teachers are assessing in each stage of this gradual release of learning process. Teachers assess as they circulate, taking anecdotal notes, checking for specific aspects of skills evident in student work, listening for student talk with peers to see if thinking/understanding is on track, etc. Teachers may give entry and exit tickets to check for understanding. Quick writes are also useful at any/all points in the gradual release process. Formal assessments may be given at any point also, though are usually used at the end of a unit of instruction. The critical factor is that we USE the data and information that we collect from any type of assessment we give. We cannot afford to make endless decisions on our “gut feelings” as teachers. We must assess and analyze data to inform our instruction.

2. Mindsets of effective teachers and effective students (Goldstein, PhD & Brooks, PhD, 2007)

Effective teachers believe that children, regardless of where they come from, what family structures they have at home, regardless of race, ethnicity, socio-economic status, gender, regardless of current or prior circumstances, etc. CAN and WILL learn and do their best work if provided with an environment that is engaging, safe and challenging. It is our responsibility, as teachers, to create and provide that environment for our students. Through this positive learning environment, we help students take on effective mindsets. We help students develop the belief that they are capable and CAN and WILL do their best work and love learning.

In terms of phonics, primary grades teachers (especially Kindergarten and Grade 1) must believe that even if students come with few formal literacy skills, they DO come with a wealth of literacy experiences. We need to celebrate those experiences and connect to them to engage our students quickly. We can easily build on these strengths and guide students toward the academic skills we desire them to have. Most students come with a strong knowledge of environmental print – from the world and from TV. Most students come with a knowledge of and strong interest in their own name. All students come with interests – in something... and we can build on those interests to develop formal literacy skills in phonics (as well as in all other areas of reading). In the lower grades, students names are a wonderful place to begin with letter and sound identification. What could be more motivating than seeing and using our own name and the names of our peers in activities! (see attached phonics

activities).

3. Writing

Over the years, I have used several different writing “programs”. The Collins’ Writing Program (Collins, 2007-2010) is the program I keep coming back to with my students. I do not use the program in its entirety and I probably don’t follow the procedure/protocol exactly as I should. But the components of this program address what I feel are the primary difficulties our students face with writing: confidence, self-monitoring, quality, teaching and learning with the student’s own writing.

For years, I have wondered why our student are so very, very smart, and able to talk intelligibly about subject matter taught in class, but seriously lacking in the ability to articulate those thoughts in writing. The Collins’ Writing Program addresses many of the root causes that fuel these issues. First of all, our students are often paralyzed when it comes to writing. They refuse, shut down, put their heads down, say “I can’t/I don’t know how”, skip extended writing questions, and act out when writing is asked of them. Collins’ writing has helped to turn our school around in this area. We write every day – in every class, for many, many purposes.

Collins’ Writing has 5 Types of writing (Collins, 2007-2010) (see attached chart). Types 1 and 2 are “quick writes”. In Type 1 writing, students are just brainstorming ideas. There are no right or wrong answers. Students do not need to spell correctly in these types of writing... If they think something is not correct, they write the sounds they hear, then circle the word they are unsure of and move on, coming back to fix it later. Type 2 writings are also quick writes – 1 to 2 minutes, but have a “right/wrong” aspect to them – i.e., tell me what you learned about _____. Type 2 writings allow teachers to get a quick assessment of whether or not students understand a certain concept/skill. The rules are the same here – just write – try to fill up a certain number of lines, don’t worry about spelling – just write! These two types of writing built up the confidence of our students – and set the expectations that writing would be taking place in every room, with every teacher for many different purposes – that writing was just part of what we do to learn. This was a tremendous mind-shift - for students and teachers.

Type 3 Writing is, in my opinion, where the real teaching and empowering of students happens. In a Type 3 Writing, students have 3 Focus Correction Areas (developed by teacher or in collaboration with students) to guide writing. Two of these FCAs focus on content: i.e., writing must contain a topic sentence, writing must contain at least 4 supporting details, use 3 reasons why I would choose to be part of the North’s army in the civil war, describe at least 4 of the angles used in this geometric painting, writing must contain 3 persuasive statements, etc. One FCA focuses on conventions: i.e., spelling rules, punctuation, capitalization, etc. Students must identify evidence of using/following these FCA’s in their own papers – through some sort of coding (i.e., underline the topic sentence, circle the punctuation marks, etc.) Teachers “grade” papers by looking only at FCAs. If a student has not found evidence in their writing for each FCA, the teacher instructs him/her to go back and look again/correct/add, etc. This promotes self-monitoring, and ultimately ownership of one’s own learning. It is a very, very powerful process. Type 3 writing, especially allows for students’ deep comprehension, analysis and

synthesis of content. Student papers are collected and kept in portfolios. At later points in the year, teachers can pull out old student writing to use when teaching a new skill – students are using/editing / improving their own writing. (i.e., use a previous writing to focus on adding details or varying sentence length, etc.)

Types 4 and 5 Writings are used for peer collaboration and editing for publishing. I do not use these types very frequently – I find that for day-to-day learning/writing to learn, Types 1, 2 and 3 are most powerful and adaptable to a variety of needs/settings.

In terms of Phonics, I think types 1, 2 and 3 writing allow for students to build confidence, a deep understanding of sound and letter connections, and always the opportunity to make meaning with their writing. We use a picture of a rubber band for one of our FCAs with Kindergarten and some 1st grade students when we ask them to “strreeetch out the sounds” and a picture of an ear when we ask them to “write the sounds you hear”. And always in their FCAs there is a way to ensure/check for meaning (i.e., does your writing match your illustration? Does your writing match the prompt/answer the question?, etc.)

4. Differentiation

We hear this term, differentiation, used over and over again in our professional development these days. What does it really mean? In real time/real classrooms, I think it means know your students well, use the data, and be willing to make changes for students as they need it.

Again, in terms of phonics/phonemic awareness specifically, I have seen far too many classrooms in which the whole group is taught the same letter, sound, spelling rule, etc., given the same worksheets and assignments, spending the same number of days practicing the skill, etc. Especially in the primary grades, teachers tend to present these lessons to the whole group and follow a pacing guide (developed by who knows whom?) instead of assessing for mastery/understanding, giving direct instruction and intervention to those who need it and moving on with those who do not. Not every student in Kindergarten needs to spend a week on the letter M... many Kindergarten students come to school knowing how to read many words and know most or all of their letters already. Please, please – KNOW your students – through formal and informal assessments..... and differentiate!

5. Phonics must be meaningful – explicit and meaningful

From the very first day students walk into a school/classroom, they must be engaged. We must grab students’ attention and begin building connections and relationships from the very first moments. When students are engaged positively, know that they have a safe, positive and challenging environment to learn, the WILL work!

We can build on these connections and relationships through meaningful, engaging work in phonics. Many, many resources exist that help teachers develop activities that build letter and sound knowledge

and skills while being highly motivating and meaningful. Activities that I have found particularly effective come from work with the Four Blocks Reading program and from Patricia Cunningham. When we use students' names, they are automatically more attentive and feel successful. Soon, students are recognizing each other's names and the letters in them as well. The connections begin to 'pop' as students notice the first letters and sounds in names and in other words. (Hall & Williams, 2000)

We can also make each and every area in our classrooms rich with opportunities to notice and use print. Using easily recognizable symbols and print – such as bags from McDonalds, Kroger, and Wal-Mart; reading cereal boxes and other common household boxes/items; making lists by writing pictures and the sounds you hear; writing letters and cards that have real recipients and authentic purposes, etc. (Hall & Williams, 2000)

Reviewing letters and their sounds in isolation has its place – a brief spotlight for direct instruction and modeled practice, and for some intervention activities. But reviewing letters and sounds in isolation has no broader meaning... students can memorize and echo and go through exercises, but they MUST use phonics in meaningful, authentic ways in order to have true mastery, true engagement, and a true desire to continue to learn to use this “tricky” English language as the move on through school.

6. Keep Comprehension as the ultimate goal of all reading instruction – phonics instruction included

The purpose of all reading is comprehension. As teachers, we must connect the more mechanical and skills-oriented parts of reading – phonemic awareness, phonics, and fluency- to that end. How can we always connect phonics and comprehension? Again, many, many activities that support this notion come from the work of Patricia Cunningham and the Four Blocks approach to reading. (Cunningham & Hall, 2001)

Word sorts that follow word building activities provide opportunities for students to consider deeper meanings and connections between words. Using the environment to find letters/sounds is also an engaging and meaningful activity. As students walk and read around the room they are making connections between the small skills of letter identification and sound/letter correlation and larger ideas which leads to increased comprehension. These activities are also recommended through the Four Blocks approach. (Cunningham & Hall, 2001) (Hall & Williams, 2000)

As mentioned previously, writing is a key component in teaching meaningful phonics. When we ask students to hear sounds, write what they hear, read what they have written, ask them if it sounds right, looks right, ask them if they need to correct anything, etc. we are increasing students' self-awareness, self-monitoring skills, and deepening the understanding they have of phonics and how to put that phonological knowledge into use. Writing teaches reading... and reading teaches writing. They MUST go together and they both must happen every day, multiple times each day.

7. Keep data

It's harder than you think. But keeping data – consistently and frequently- is critical. Keep anecdotal records – they do not have to be lengthy, just jot down short notes as you visit and conference with children. These notes will accumulate and you will eventually be able to note patterns and trends. You will become more quickly familiar with each student and their individual needs which will lead you to better implementation of differentiated instruction.

More formal data is useful as well. It is also worthwhile to keep records of things such as sight word fluency, letter identification and sound fluency, phrase fluency (more helpful than single sight word fluency), running records, etc. This data is also very useful when identifying skills for intervention.

The University of Florida's Reading Research Center has wonderful activities that promote phonics development and fluency – as well as comprehension and vocabulary. Their website is www.fcrr.org . (The Florida Center for Reading Research, 2008) (See attached sample activities)

Most importantly, USE the data you collect! Spend some time each day or at least each week to read over your data – to notice trends – for individual students or for whole class, use to group students for skill or station work, to use for planning.

Resources

Attached are samples of activities, articles and websites that I have found most useful in teaching phonics. I have attempted to site the original sources, though some items I have used for so many years, I no longer know where I first found them.

Collins, J. (2007-2010). *CWP: Five types of writing*. Retrieved from http://www.collinseducationassociates.com/five_types_of_writing.htm

Cunningham, P. M., & Hall, D. P. (2001). *Making words: lessons for home or school*. (p. inclusive). Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

The Florida Center for Reading Research. (2008). *K-1 student center activities: Phonics*. Retrieved from <http://www.fcrr.org>

Goldstein, PhD, S., & Brooks, PhD, R. (2007). Developing the mindset of effective teachers. In R. Brooks, PhD (Eds.), *Understanding and Managing Children's Classroom Behavior: Creating Sustainable, Resilient Schools* John Wiley & Sons.

Hall, D. P., & Williams, E. (2000). *The teacher's guide to building blocks: A developmentally appropriate, multilevel framework for kindergarten*. (p. inclusive). Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. (4th ed., pp. 46-49). Portsmouth, NH: Heinemann.

Collins' Writing Program

FIVE TYPES of WRITING

TYPE ONE: CAPTURE IDEAS

Type One writing gets ideas on paper — it's brainstorming. Type One is timed and requires a minimum number of items or lines to be generated. Questions and/or guesses are permitted.

- One draft
- Outcomes are evaluated with a check (✓) or minus (-)

TYPE TWO: RESPOND CORRECTLY

Type Two writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question.

- One draft
- Graded as a quiz

TYPE THREE: EDIT FOR FOCUS CORRECTION AREAS

Type Three writing has substantive content and meets up to three specific standards called Focus Correction AreasSM (FCAs). Revision and editing are done on the original.

- One draft (saved)
- Read out loud and reviewed to see if the draft completes the assignment, is easy to read, and meets standards set for the focus correction areas.

TYPE FOUR: EDIT FOR FOCUS CORRECTION AREAS

Type Four writing is Type Three writing that is read aloud by someone else.


- Two drafts (saved)
- Writing is critiqued by a peer and revised by the author

TYPE FIVE: PUBLISH

Type Five writing is error free and of publishable quality.

- Multiple drafts (saved)
- Published work

Phonics Activities from fcrr.org and Four Blocks



Phonics

P.007 Letter Recognition Poetry Pen

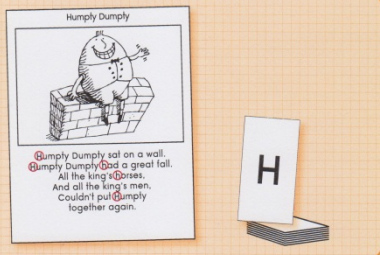
Objective
The student will identify letters of the alphabet.

Materials

- Nursery rhymes or poems (Activity Master P007.AM1a - P007.AM1i)
- Laminate or place rhymes in page protectors.
- Letter cards (Activity Master P007.AM2a - P007.AM2i)
- Choose target pairs of uppercase and lowercase letter cards.
- Vis-à-Vis markers


Activity
Students circle a target letter or letters on a nursery rhyme or poem.

- Place the rhymes and target letter cards face up on a flat surface. Provide each student with a Vis-à-Vis marker.
- Taking turns, student one chooses the uppercase and lowercase cards of a target letter and names it (e.g., "h").
- Student two chooses a rhyme, finds, and circles the target letter throughout the rhyme.
- Continue until all rhymes have a target letter circled throughout.
- Peer evaluation



Extension and Adaptations

- Circle high frequency words.
- Find and circle target letters in a newspaper.



Phonics

P.006 Letter Recognition Pasta Names

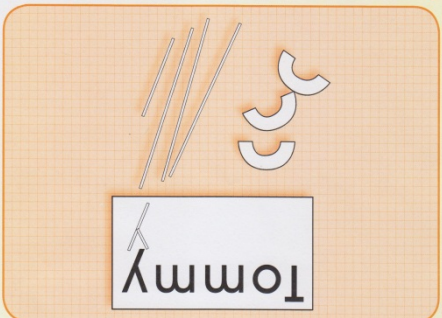
Objective
The student will identify letters of the alphabet.

Materials

- Index cards
- Write students' names in that curves and straight lines of the letters are emphasized.
- Spaghetti
- Clue


Activity
Students form letters in names using pasta.

- Place macaroni, spaghetti, and glue on a flat surface. Provide the student with a name card.
- The student makes the letters in his name with the pasta and glues them under his name on the card.
- Teacher evaluation



Extensions and Adaptations

- Use pasta to make high frequency words.
- Use other materials (e.g., pipe cleaners, clay, stamps, etc.) to make letters.



Phonics

P.010 Letter Recognition Venn Diagram Letter Name Sort

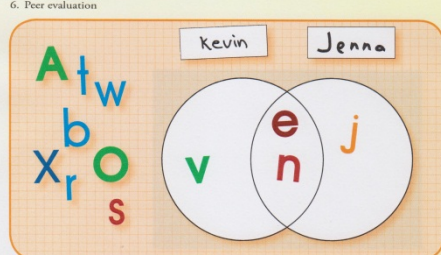
Objective
The student will identify letters of the alphabet.

Materials

- Sets of uppercase or lowercase letters (e.g., foam or plastic)
- Venn Diagram (Activity Master P010.AM1)
- Enlarge, laminate, and cut.
- Index cards
- Write students' names.


Activity
Students sort the letters in their names using a Venn Diagram.

- Place the Venn Diagram on a flat surface. Scatter the letters to the side of the diagram. Place the name cards face up in rows.
- Working in pairs, students select their name cards and place above a circle.
- Select one letter at a time and name it.
- Place letters that are shared by both names in the overlapping area of the circles on the Venn Diagram. Place letters which are unique to just one of the names in the corresponding circle. Place letters that are in neither name to the side of the diagram.
- Continue until all letters are sorted.
- Peer evaluation



Extensions and Adaptations

- Use last names.
- Use classmates' names.



Phonics

P.009 Letter Recognition Alphabet Tiles Name Sort

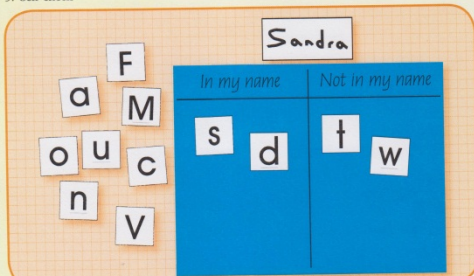
Objective
The student will identify letters of the alphabet.

Materials

- Uppercase and lowercase alphabet letter tiles or letter tile cards (Activity Master P009.AM1a - P009.AM1b)
- 12" x 18" construction paper
- Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."
- Index cards
- Write students' names.

Activity
Students sort the letters in their names by using a T-chart.

- Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
- The student selects his name card.
- Selects one tile at a time, names it, and places it in appropriate column.
- Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
- Self-check



Extensions and Adaptations

- Sort classmates' names.
- Alphabetize the letter tiles and/or classmates' names.
- Say the letter sound when sorting.

More Phonics Activities

Phonics

Letter-Sound Correspondence

Letter Bag

P.017

Objective
The student will match final phonemes to graphemes.

Materials

- Target final sound objects
- Non-target final sound objects
- Bag
- Place all objects in the bag.
- Student sheet (Activity Master P.017.SS)
- Write the target sound letter in the upper left hand corner.
- Pencil

Activity
Students sort, illustrate, and write the final sounds of objects.

- Place the bag of objects on a flat surface. Provide the student with a student sheet.
- The student selects one object from the bag, names it, and says its final sound (e.g., "mug, /g/").
- Names the target letter, says its sound (e.g., "g, /g/"), and determines if the final sound of the object corresponds.
- If it matches, illustrates object in target letter column. If it does not match, illustrates object in Q column. Writes letter for final sound beside it.
- Continues until all objects are sorted and illustrated.
- Teacher evaluation

Extensions and Adaptations

- Use other target final sound objects.
- Use initial or medial sound objects.

Phonics

Letter-Sound Correspondence

Photo Chart

P.013

Objective
The student will match initial phonemes to graphemes.

Materials

- Student photographs
- Poster board
- Write the letters of the alphabet vertically down the left side of the poster board.

Activity
Students match the initial sounds in classmates' names to letters using student photographs.

- Place scattered student photographs on a flat surface. Place poster board at the center.
- Working in pairs, students select a photograph, name the student, and say the initial sound in the student's name.
- Place photograph on the chart beside the letter that corresponds to the initial sound.
- Continue until all photographs are sorted.
- Peer evaluation

Extensions and Adaptations

- Sort student names by final sound.
- Sort picture cards by initial sound (Activity Master P.013.AM1a - P.013.AM1c).

Phonics

Letter-Sound Correspondence

Photo Chart

P.013

Objective
The student will match initial phonemes to graphemes.

Materials

- Student photographs
- Poster board
- Write the letters of the alphabet vertically down the left side of the poster board.

Activity
Students match the initial sounds in classmates' names to letters using student photographs.

- Place scattered student photographs on a flat surface. Place poster board at the center.
- Working in pairs, students select a photograph, name the student, and say the initial sound in the student's name.
- Place photograph on the chart beside the letter that corresponds to the initial sound.
- Continue until all photographs are sorted.
- Peer evaluation

Extensions and Adaptations

- Sort student names by final sound.
- Sort picture cards by initial sound (Activity Master P.013.AM1a - P.013.AM1c).

as you can. Write each word in the box it belongs in.

Making Words Homework Sheet

The Mystery Word is _____

Name: _____

2 Letter Words

3 Letter Words

4 Letter Words

5 Letter Words

6 Letter Words

7 Letter Words

Advanced Phonics Activities

Brand Name Phonics (from 4 Blocks)

environmental print cards. When you use "Brand Name Phonics," take 3 of the cards (They are pictures of the products.) and tape or glue them to the top of a sheet of copy paper. Make black and white copies for your students. Now when you call out words that they should match to the product names (for example, "smart" would be written under "Wal-mart®"; they'll have neat product pictures as headings. Also, you might shuffle the deck of cards (all have product names on them) and give each cooperative group a card. Set the timer and give them a specified amount of time to come up with all of the words they can make using the rime pattern on the product. The team with the most correct words will be the winners!

Sprite, Diet Coke, Grape

One-syllable words to read:
ape, bite, poke, scrape, tape, quite, stroke, white, choke

One-syllable words to spell:
kite, spite, broke, smoke, spoke, shape, drape, joke, cape

Longer words to read:
ignite, provoke, escape, shipshape, unite, invite

Longer Words to spell:
reunite, landscape, polite, impolite, campsite, reshape, revoke

#2

Nifty Thrifty Fifty Words (From 4 Blocks)

The Nifty Thrifty Fifty word list contains common roots, prefixes and suffixes. When students master the spelling patterns and meanings of these words, they can apply that knowledge to help them to spell and build meaning for other polysyllabic words. Older students need to learn to decode larger (polysyllabic) words. Since English is very complex, students need to learn a core vocabulary that will help them figure out what unfamiliar words in text mean. This word list contains common roots, prefixes and suffixes. To help students learn a system for decoding and spelling big words, they will learn to read, spell and understand common spelling patterns of the following words. Once the students know the spelling patterns of these words, they can apply that knowledge to help them to spell and build meaning.

Lesson 1

Words to introduce:

composer, discovery, encouragement, hopeless, impossible, musician, richest, unfriendly

composer

The suffix **er** means a person or thing that does something. When **er** is added to a word that already has an **e**, the original **e** is dropped.

discovery

The prefix **dis** often changes a word to an opposite form. To cover something can mean to hide it. When you discover it, it is no longer hidden. Discovery is the root word cover with the added prefix **dis** and suffix **y**.

encouragement

The root word for encourage is courage. The prefix **en** and suffix **ment** are added with no spelling changes.

hopeless

The root word hope and the suffix **less** make up this word that means without hope.

impossible

Root word possible with the prefix **im**. In many words the prefix **im** changes the word to an opposite.

musician

A musician makes music. A beautician helps make you beautiful, and a musician makes music. The suffix **ian** sometimes indicates the person who does something. There are no spelling changes, but the pronunciation changes.

richest

The suffix **est** means 'the most'.

unfriendly

The prefix **un** often changes a word to its opposite meaning as in unnecessary and unhappy. The suffix **ly** changes friend to friendly.


Words contained within the new words:

Fluency Activities

Fluency

Connected Text

Rereading Decodable Text




F.015

Objective
The student will gain speed and accuracy in reading connected text.

Materials
► Set of decodable books or passages
Select previously introduced text which focuses on target letter-sound correspondences.

Activity
Students practice rereading decodable text with a partner.
1. Provide each student with a copy of the text.
2. Taking turns, student one reads the first sentence of the text aloud. Student two reads along silently providing assistance when needed.
3. Continue to read alternating sentences until the entire text is read.
4. Reverse roles and reread the text several times attempting to gain speed and accuracy.
5. Peer evaluation




Extensions and Adaptations
► Make copies of the text and circle target letter-sound correspondences.
► Read other decodable texts with targeted letter-sound correspondences.
► Use a timer to quicken the pace.

Fluency

Connected Text

Speedy Phrases

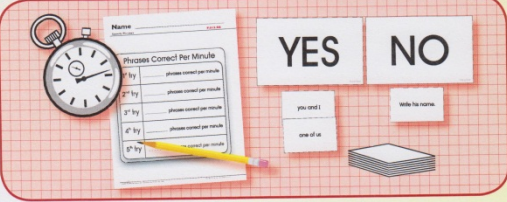


F.013

Objective:
The student will gain speed and accuracy in reading phrases.

Materials:
► Phrase cards (Activity Master F.013.AM1a - F.013.AM1f)
► Phrases correct per minute record student sheet (Activity Master F.013.SS)
► YES and NO header cards (Activity Master F.006.AM1)
► Timer (e.g., digital)
► Pencils

Activity
Students read phrases in a timed activity.
1. Place the set of phrase cards face down in a stack. Place the timer at the center. Place the YES and NO header cards face up next to each other. Provide each student with a phrases correct per minute record.
2. Working in pairs, student one sets the timer for one minute and tells student two to "begin." Student two selects the top card and reads the phrase aloud while student one follows along silently.
3. If all the words in the phrase are read correctly, student one places the card in a pile under the "YES" header card. If one or more words in the phrase are read incorrectly, places it in a pile under the "NO" header card.
4. Continue activity until the timer goes off. Count the phrase cards in the "YES" pile and record the number on the phrases correct per minute record. Read phrases in the "NO" pile together.
5. Reverse roles and repeat the activity attempting to increase speed and accuracy.
6. Continue until student sheet is complete.
7. Teacher evaluation



Extensions and Adaptations
► Write and use other phrases.
► Graph individual words read correctly per minute (Activity Master F.007.SS1a-F.007.SS1d).